

Editorial

Axel Föllner-Mancini

We are pleased to announce that, starting with this edition, my colleague, Henrik Holm will be involved in the conceptual design and editorship of RoSE. Henrik was born in Oslo. He studied music, theology and philosophy at the University of the Arts and Humboldt University, both in Berlin. Subsequent to this he obtained a doctorate in philosophy from the Technical University of Dresden (2010), and a further doctorate in musicology at the Norwegian Academy of Music (2017). From 2008 to 2014 he was a research fellow at the University of Hamburg (Faculty of Humanities) and a lecturer at the University of Rostock (Faculty of Theology). Then from 2014 to 2017 Henrik was a research fellow at the Norwegian Academy of Music in Oslo. From 2017 he has been director of research, and since 2018 professor of philosophy at the Rudolf Steiner University College in Oslo. In terms of research, Henrik's main concerns currently lie in the areas of aesthetics, the philosophy of religion and of Nietzsche and Heidegger.

The authors featured in this edition of *RoSE: Research on Steiner Education* have provided us with work that continues and advances our concern both with fundamental theoretical considerations and with empirical investigations in the areas of Waldorf education, social science and therapy (medicine).

The section on *theoretical fundamentals* is opened by Hartmut Traub. In his article *I and Thou* he explores certain aspects of a theory of inter-personality in Steiner's main philosophical work ("The Philosophy of Freedom"), and places it in context within the history of philosophy. Following this, Johannes Wagemann shows how moments of personal encounter and philosophical controversy in the journalistic work of Steiner's pupil Hebert Witzmann inspired an extraordinary amount of new writing within the context of anthroposophy. The next article is a Spanish translation of a piece from RoSE Vol. IX/ 1. Here Maruis Wahl Gran characterises classroom culture in an era of whiteboards, tablets and beamers: the blackboard as the medium of a complex form of expression in which both teacher and students actively participate. The creative possibilities of this old medium are re-discovered and discussed. Ruhi Tyson follows this account of classroom aesthetics and gives a detailed description of voice training as a special feature of the Waldorf curriculum which is as supportive of development as it is musical.

In the section *Contributions to Empirical Research* we publish an empirical study by Svenja Hoyer and Olga Schiefer on the status and developmental prospects of the subject of fine art in Waldorf education. Here the views of teachers are given a particular hearing. Jürgen Peters and Petra Buhle then evaluate the controversial theme of self-management in Waldorf schools from a quantitative and constructive perspective. They consider the merits of the approach that has been put into practice at the Ravensburg Waldorf Teacher Seminar. Finally we have a study from the University of Witten-Herdecke (Bettina Berger, Rosa Michaelis, Peter F. Matthiessen (†), David Martin). The study looks at patients with type 1 diabetes, and from their perspective describes their use of introspection and the degree of influence or control it might exert in the treatment of the condition.

We would like to thank all our contributors for sending their articles, and we hope our readers will find this edition a stimulating read.